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ABSTRACT

Three thousand eight hundred ninety-eight adults who had received a High School Equivalency Diploma (HSED) during 1976 in Iowa were surveyed to assess the impact of finishing a high school completion program on their placement after completion. Three hundred Iowa employers were also surveyed to analyze existing personnel policies and practices related to educational achievement, particularly the HSED. Based on responses from 1,433 program graduates and eighty-two employers, the findings indicated that HSED provides a vehicle for further education and training as well as open doors for job advancement or employment entry. The largest group of adults who took advantage of the HSED programs were either those who had left the formal education process one to five years ago or those who had been away from school for more than twenty years. It was also found that employers recognize the benefits of HSED completion. While few employers indicated that they provided financial rewards for HSED completion, most viewed this achievement as an indication of employee motivation, perseverance, and personal commitment. While most of the employers did not require high school graduation or its equivalent for employment, nearly all of them preferred this status. (The survey forms are appended.) (EM)

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Assessing the Effect of Adult High School Completion Programs on Graduate Placement

Final Report on a project funded by the Iowa Department of Public Instruction, under funds authorized by Public Law - 92-318 Vocational Education Act of 1963 as amended.

Grant: 76 - 11-E-02-N

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

Adult Education personnel engaged in adult basic education and in high school completion programs have long been convinced of the value of their contribution to the educational enterprise. Limited product evaluation has been conducted, however, to assess what the outcome of ABE has been from the consumer's point of view.

During 1976-1977 a state-wide research project was conducted to assess the impact of adult high school completion programs on adult Iowans. The study was directed at nearly 4,000 persons who had received an Adult High School Equivalency Diploma during Fiscal Year 1976 in Iowa.

The findings indicated that the HSED provides a vehicle for further education and training and opens the doors for many for job advancement or employment entry.

The largest groups of consumers were those who had left the formal education process within a period of one to five years, or who had been away from school for more than 20 years.

Employers also identify positively with educational achievement. While few make financial rewards for "graduation", most view this achievement as an indication of employer motivation, perserverance, and personal committment. Most employers did not require graduation from high school or its equivalent for initial employment, but nearly all prefer such a status.

INTRODUCTION

In November 1975, the Des Moines Area Community College submitted a proposal to the Iowa Department of Public Instruction in response to a request for proposal distributed to the college earlier that year. The proposal entitled "Assessing the Affect of Adult High School Completion Programs on Graduate Placement" was written to address one of the two priority research areas identified for Fiscal Year 1977. On February 24, 1976, the college was notified by the D.P.I. that the project had been approved for funding with an effective starting date of July 1, 1976.

Initial discussions were conducted with a number of Department of Public Instruction staff personnel, including those in Support Services and Adult Education. The purpose of these discussions was to clarify dimensions of the research activity and to obtain in-put from those who had developed the priority research specifications.

STATEMENT OF THE PROBLEM

This research project was designed around the question of how effective Adult High School Completion efforts really were upon the placement of those who completed those educational programs. Thus, the primary thrust of this project was to make an assessment of the placement ("next-step") impact upon those who finished adult high school completion educational studies. The task, then, was to conduct a research assessment activity that would attempt to determine if successful high school completion would provide a positive effect or impact on participant placement.

OBJECTIVES

This project had five objectives. They were:

1. To develop a data collection instrument that would be utilized to assess the influence of adult high school completion effort on placement.

2. To collect data that would reflect the impact of adult completion programs on placement.

3. To conduct a follow-up of adult high school completion program graduates to assess their post-program activities as related to placement.

4. To conduct an assessment of program participant attitudes to obtain responses about the benefits they recognized from having participated in the program.

5. To provide the Iowa Department of Public Instruction and other agencies copies of the final project report that could be used in further program evaluation.

POPULATION

The population for this project initially consisted of all adult Iowans who enrolled in and completed an adult high school completion program during the period July 1, 1975 through June 30, 1976. Preliminary data indicated that during Fiscal 1975 approximately 31,000 persons in Iowa were involved in course work making some type of progress toward a high school completion objective. Of that number, approximately 3,000 persons completed the eighth grade level, over 5,300 completed the twelfth grade level, 3,400 completed GED testing and 1,000 completed the Adult Diploma Program.

In early project stages it was determined that no precise demarkation could be made of the point at which an individual completed the eighth grade level and moved on into the ninth grade level of achievement, This difficulty was characterized by the on-going development nature of education. ABE personnel indicated that they simply could not provide the definition needed for sampling.

The difficulty in procuring information resulted in a project sample being selected utilizing only those who had completed the Adult High School Equivalency Diploma program and whose records were on file with the State Department of Public Instruction. This group consisted of slightly under 4,000 individuals. The original sample size was intended to be approximately 40% of the total population or nearly 3,700 persons. Thus, it was decided to utilize the total population of Adult High School Equivalency Diploma participants for the project as opposed to a sampling of a larger more comprehensive population.

A state-wide employer survey was also intended to be conducted as a part of this project. Again, difficulty in identifying a representative sample was encountered and a change in the sample group was made as a modification to the original project design.

PROCEDURE

Soon after implementation, the Project Director presented the information and data needs for conducting the project to the Adult Education Directors from the area community colleges by means of letter. This resource group was to some extent hesitant to provide the information necessary for the research. It was therefore determined that a meeting with the Adult Basic Education Coordinators would be a more appropriate group to contact. The ABE Coordinators also resisted project staff attempts to obtain information, frequently citing the Family Rights and Privacy Act as a barrier to their provision of information. In an early winter meeting with the Department of Public Instruction staff, a decision was reached to utilize whatever records were on file with the Department of Public Instruction. While the sample to be studied would differ from that which was originally intended,

the availability of research information was at last a fact. The original design specified data be provided by area school staff. However, a change in approach was required to collect the information since it was necessary to collect data totally within the DPI records section.

Concurrent with the data collection effort, the Project Director and DPI personnel met on six different occasions to design a survey instrument to collect data from the program participants. Subject locator data were keypunched and printed on self-adhesive labels for mailing. A series of two mailings were submitted to the 3,900 subjects on a 20 day cycle.

The employers survey was designed by project staff and was submitted on a one time mailing to 300 firms. The firms were selected from those in Central Iowa from which advisory committee members were drawn for the Des Moines Area Community College Career and Arts & Science instructional programs. It was decided that this sampling would provide an adequate test of representative employer groups for the state. Data from employers was stratified on the basis of size of firm, based on number of full time persons on the payroll. The purpose of the employers survey was to analyze existing personnel policies and practices as related to recognition of educational achievement and in particular Adult Diploma Completion programs.

The data when received were coded and tallied by hand. An instructional department at the Des Moines Area Community College was offered a subcontract to do the coding as a class project, which resulted in an expedient processing of the data.

In summary, it should be noted that the initial project design underwent a number of modification directions due to problems in procuring the

desired and preferred information in order to make the project a worthy one and to provide outcomes that would be of benefit.

Findings

PART I: STUDENT SURVEY

Project staff identified 3,898 persons who had been awarded High School Equivalency Diplomas (HSED) during the period July 1, 1975 through June 30, 1976. Of that number, a total of 1,433, or 36,76 percent, responded.

Table 1. Survey distribution and response rate

Test Center	Number of Participants	Number of Respondents	Percent Respondents	Number Returned "Undeliverable"	Percent Returned "Undeliverable
A	208	104	50.0	20	9.6
B	159	83	52.2	16	10.1
C	98	36	36.7	21	21.4
D	35	19	54.3	3	8.6
E.	142	75	52.2	12	8.5
F.	212	52	24.5	44	20.8
G.	247	89	36.0	39	15.8
H	373	142	38.1	69	18.5
I	259	78	30.1	25	9.7
J	965	318	33.0	150	15.5
K	302	96	31.8	36	11.9
L	196	89	45.4	28	14.3
M	86	41	47.7	11	12.8
N	106	55	51.9	12	11.3
O	129	39	30.2	35	27.1
P	22	17	77.3	4	5.5
Q	10	0	0.00	1	10.0
R	75	25	33.3	18	24.0
S	135	34	25.2	20	14.8
T	78	32	41.0	34	43.6
U	19	5	26.3	5	26.3
V	42	14	33.3	9	21.4
TOTAL	3,898	1,433	36.8	612	15.7

The rate of response was nearly that projected in the initial research proposal design. A 40 percent response rate was desired and the returns were within three percent of that level. This return rate is of some importance, since many adult educators have maintained that HSED holders were highly mobile and were not likely to remain at a mailing address long after having completed their program.

The Survey respondents were in fact, quite mobile. Of those responding, 35.7 percent had changed their place of residence after completion of the HSED program. A comparison of 1965 versus 1970 residential data from the 1970 Census indicated a 39.2 percent mobility rate for the State for a five year period.

The mobility factor is further demonstrated by the fact that 612 of the 3898 surveys were returned as undeliverable. Nearly all of them were noted by Postal Service identification as "Moved - Left No Forwarding Address". The 612 represented 15.7 percent of the sample. In combining these with those who indicated a change of residence, a total of 51.4 percent of the HSED completers had moved with in a period of two years or less.

The return rate is also encouraging when the time between completion of the HSED and the survey is considered. For some, this period may have represented nearly two years time.

The size of community in which the participants were enrolled at the time of HSED program enrollment represented one of the important demographic characteristics of the study group. The findings of this inquiry are presented in Table 2.

Table 2. Size of community in which participants lived at the time of enrollment in the HSED program.

Test Center	Rural Area		Town (Under 2000 Pop.)		City (2000 to 15,000 Pop.)		Urban Area (over 15,000)		Total N.
	N	%	N	%	N	%	N	%	
A	30	29.4	21	20.6	29	28.4	22	21.6	102
B	14	17.3	23	28.4	31	38.3	13	16.0	81
C	2	5.9	5	14.7	25	73.5	2	5.9	34
D	6	33.3	5	27.8	7	38.9	0	0.0	18
E	14	18.9	19	25.7	27	36.5	14	18.9	74
F	9	17.3	15	28.8	20	38.5	8	15.4	52
G	15	17.4	10	11.6	20	23.3	41	47.7	86
H	22	16.2	22	16.2	22	16.2	70	51.4	136
I	14	17.9	8	10.3	17	21.8	39	50.0	78
J	43	13.5	36	11.3	108	34.0	131	41.2	318
K	19	20.2	22	23.4	16	17.0	37	39.4	94
L	21	23.9	13	14.8	28	31.8	26	29.5	88
M	11	26.8	10	24.4	20	48.8	0	0.0	41
N	16	29.6	16	29.6	18	33.4	4	7.4	54
O	4	11.4	9	25.8	11	31.4	11	31.4	35
P	6	37.5	0	0.0	7	43.8	3	18.7	16
Q	N/R		N/R		N/R		N/R		N/R
R	2	8.0	3	12.0	3	12.0	17	68.0	25
S	2	5.9	1	2.9	5	14.7	26	76.5	34
T	5	15.6	8	25.0	13	40.6	6	18.8	32
U	1	20.0	0	0.0	0	0.0	4	80.0	5
V	1	7.7	4	53.8	3	23.1	5	38.4	13
State	257	18.1	250	17.6	430	30.2	486	34.1	1,423

As may be noted from the data, the rural and small town sub-groups provided the fewest numbers of HSED participants. The largest two groups of participants came from small cities and from the urban areas. It would appear from the data that HSED participation has a relationship to population density, however, this relationship was not tested in this project.

A second demographic characteristic examined was the highest grade level completed in formal, traditional school-type enrollment. This data appears in Table 3.

Table 3. Highest grade completed in school prior to receiving the HSED.

Test Center	Number Responding	Mean Years of Schooling Completed
A	104	9.67
B	82	9.50
C	34	9.88
D	19	9.37
E	75	9.48
F	52	9.77
G	89	9.73
H	142	9.75
I	78	9.60
J	316	9.86
K	95	9.69
L	89	9.66
M	41	9.78
N	55	9.76
O	39	9.92
P	17	10.24
Q	N/R	-
R	25	9.72
S	34	10.00
T	30	9.60
U	5	10.40
V	9	9.00
State	1,430	9.73

The data indicate that the mean years of formal schooling completed was between nine and ten years for all but three of the test centers. Those centers were Buena Vista College (10.24), Davenport School District (10.00), and the Veteran's Hospital at Knoxville (10.24).

A third demographic characteristic studied represented the number of years that had passed from the time that participants had left school until they completed their HSED. This is presented in Table 4.

Table 4. Number of years that passed between time of leaving school and completion of HSED.

Test Center	1 Year		2 Years		3 Years		4 Years		5 Years		6-10 Years		11-15 Years		16-20 Years		Over 21 Years		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
A	12	12.2	6	6.1	5	5.1	7	7.2	4	4.1	9	9.2	2	2.0	8	8.2	45	45.9	98
B	10	12.8	11	14.1	4	5.1	5	6.4	6	7.7	11	14.1	9	11.5	5	6.4	17	21.9	78
C	9	26.4	4	11.8	3	8.8	0	0.0	2	5.9	5	14.7	2	5.9	2	5.9	7	20.6	34
D	1	5.3	2	10.5	1	5.3	0	0.0	3	15.8	3	15.8	1	5.3	0	0.0	8	42.0	19
E	8	11.1	2	2.8	2	2.8	0	0.0	1	1.4	6	8.3	10	13.9	11	15.3	32	44.4	72
F	6	11.8	8	15.7	3	5.9	2	3.9	4	7.8	6	11.8	5	9.8	4	7.8	13	25.5	51
G	12	13.8	9	10.3	7	8.0	4	4.7	4	4.7	12	13.8	5	5.7	7	8.0	27	31.0	87
H	11	8.2	12	8.8	5	3.6	2	1.5	4	2.9	23	16.7	16	11.7	20	14.5	44	32.1	137
I	12	16.1	5	6.8	2	2.7	5	6.8	4	5.4	7	9.5	6	8.1	10	13.5	23	31.1	74
J	67	21.3	28	8.9	16	5.1	11	3.5	12	3.8	50	15.9	29	9.2	38	12.2	63	20.1	314
K	7	7.5	5	5.4	6	6.4	3	3.2	0	0.0	13	14.0	10	10.8	18	19.4	31	33.3	93
L	10	11.8	4	4.7	5	5.9	3	3.5	1	1.2	9	10.6	13	15.3	15	17.6	25	29.4	85
M	8	20.0	1	2.5	2	5.0	5	12.5	1	2.5	4	10.0	2	5.0	7	17.5	10	25.0	40
N	6	11.8	2	3.9	3	5.9	3	5.9	2	3.9	6	11.8	7	13.7	4	7.8	18	35.3	51
O	4	10.8	1	2.7	1	2.7	5	13.5	4	10.8	8	21.6	3	8.1	2	5.4	9	24.4	37
P	1	5.9	1	5.9	2	11.8	0	0.0	1	5.9	2	11.3	3	17.6	4	23.5	3	17.6	17
Q	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R	0	0.0	0	0.0	3	12.0	0	0.0	0	0.0	2	8.0	5	20.0	5	20.0	10	40.0	25
S	4	11.8	3	8.8	3	8.8	2	5.9	1	2.9	4	11.8	5	14.8	6	17.6	6	17.6	34
T	3	10.0	3	10.0	4	13.3	1	3.3	0	0.0	1	3.3	1	3.3	5	16.8	12	40.0	30
U	2	30.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	2	40.0	5
V	1	7.1	2	14.3	0	0.0	1	7.1	5	35.8	0	0.0	2	14.3	1	7.1	2	14.3	14
State	194	13.8	109	7.8	95	6.8	59	4.2	59	4.2	177	12.7	137	9.8	172	12.3	397	28.4	1,399

By far, the largest group of persons involved in HSED programs during the period studied were those who had been out of school for one to five years. Summation of the single year entries for years one (1) through five (5) yielded a total of 516 individuals, or 36.9 percent of the total. The next largest group included those who had been out of school for twenty-one (21) years or more. This data is supported by the findings on the age of respondents which is expressed in Table 5. The findings of the two are quite parallel.

Table 5. Age of respondents

Test Center	18 - 21		22 - 25		26 - 34		35 - 49		50 - 64		65 - +		TOTAL
	N	%	N	%	N	%	N	%	N	%	N	%	N
A	30	33.0	10	11.0	10	11.0	26	28.6	11	12.1	4	4.3	91
B	22	27.7	19	24.1	18	22.8	12	15.2	7	8.9	1	1.3	79
C	14	42.3	9	27.3	3	9.1	5	15.2	2	6.1	0	0.0	33
D	3	15.8	4	21.1	3	15.8	2	10.5	7	36.8	0	0.0	19
E	11	14.7	3	4.0	18	24.0	22	29.3	19	25.3	2	2.7	75
F	18	35.3	5	9.8	12	23.5	8	15.7	6	11.8	2	3.9	51
G	25	28.2	17	19.1	13	14.6	19	21.3	14	15.7	1	1.1	89
H	25	18.5	19	14.1	33	24.4	42	31.1	14	10.4	2	1.5	135
I	19	25.7	11	14.8	10	13.5	25	33.8	9	12.2	0	0.0	74
J	128	41.3	34	11.0	73	23.5	59	19.0	16	5.2	0	0.0	310
K	17	17.9	8	8.4	23	24.2	36	37.9	11	11.6	0	0.0	95
L	20	23.8	8	9.5	20	23.8	22	26.2	13	15.5	1	1.2	84
M	8	27.6	7	24.1	9	31.0	1	3.5	3	10.3	1	3.5	29
N	9	17.0	10	18.9	13	24.5	12	22.6	8	15.1	1	1.9	53
O	9	23.1	7	17.9	11	28.2	8	20.5	4	10.3	0	0.0	39
P	3	18.8	3	18.8	3	18.8	7	45.4	0	0.0	0	0.0	16
Q	—	—	—	—	—	—	—	—	—	—	—	—	—
R	2	8.3	1	4.2	6	25.0	9	37.5	6	25.0	0	0.0	24
S	10	30.3	5	15.2	10	30.3	6	18.2	2	6.1	0	0.0	33
T	7	25.0	2	7.1	3	10.7	12	42.9	3	10.7	1	3.6	28
U	0	00.0	2	40.0	0	0.0	3	60.0	0	0.0	0	0.0	5
V	5	41.7	0	0.0	2	16.7	4	33.3	1	8.3	0	0.0	12
State	385	28.0	184	13.4	293	21.3	340	24.7	156	11.4	16	1.2	1,374

Table 6 presents the reasons why aduit Iowans pursued an HSED.

The data in Table 6 demonstrates that over half of the participants (52.9%) completed their HSED for "Personal Satisfaction" reasons. Over one-fifth 21.9%) did so because of pre-requisites for further education or training and fourteen percent did so because of employment - connected reasons. Only 2.2 percent completed the HSED program specifically for job promotion reasons, and only 3.4% in order to meet military entrance requirements.

Table 6. Most important reason for obtaining an HSED

Test Center	Personal Satisfaction N	%	Employment N	%	Further Ed/Trng. N	%	Job Promotion N	%	Military Entrance N	%	Other N	%	Total N
A	63	60.6	14	13.5	20	19.2	0	0.0	5	4.8	2	1.9	104
B	52	62.7	6	7.2	19	22.9	0	0.0	3	3.6	3	3.6	83
C	24	66.7	3	8.3	5	13.9	0	0.0	3	8.3	1	2.8	36
D	10	52.6	3	15.8	3	15.8	0	0.0	1	5.3	2	10.5	19
E	48	64.9	9	12.2	13	17.6	1	1.3	1	1.3	2	2.7	74
F	25	39.7	25	39.7	11	17.4	0	0.0	1	1.6	1	1.6	63
G	47	54.7	15	17.4	14	16.3	6	7.0	2	2.3	2	2.3	86
H	78	55.7	19	13.6	31	22.1	2	1.4	5	3.6	5	3.6	140
I	33	42.9	10	13.0	20	26.0	4	5.1	3	3.9	7	9.1	77
J	169	48.0	56	15.9	82	23.3	8	2.3	20	5.7	17	4.8	352
K	69	51.4	12	9.0	27	20.1	1	0.7	3	2.2	22	16.4	134
L	50	48.5	12	11.7	28	27.2	3	2.9	2	1.9	8	7.8	103
M	31	67.4	3	6.5	7	15.2	1	2.2	1	2.2	3	6.5	46
N	40	62.5	8	12.5	15	23.4	0	0.0	0	0.0	1	1.6	64
O	21	42.9	2	4.1	13	26.5	6	12.2	2	4.1	5	10.2	49
P	13	65.0	1	5.0	5	25.0	0	0.0	0	0.0	1	5.0	20
Q	-	-	-	-	-	-	-	-	-	-	-	-	-
R	14	50.0	2	7.1	5	17.9	3	10.7	1	3.6	3	10.7	28
S	20	47.6	8	19.0	13	31.0	0	0.0	0	0.0	1	2.4	42
T	19	51.4	9	24.3	7	18.9	0	0.0	0	0.0	2	5.4	37
U	0	0.0	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0	5
V	6	46.1	2	15.4	3	23.1	1	7.7	0	0.0	1	7.7	13
State	832	52.9	220	14.0	345	21.9	35	2.2	53	3.4	89	5.6	1,574*

* Total exceeds total N; some respondents marked multiple entries.

The impact of "what happened after" HSED completion is expressed in tables 7 through 11.

Table 7 summarizes the extent to which HSED completers become involved in further education activities.

Table 7. Extent of continued education beyond the HSED.

	YES		NO		TOTAL
Test Center	N	%	N	%	N
A	30	28.8	74	71.2	104
B	22	27.7	61	72.3	83
C	8	22.9	27	77.1	35
D	12	92.3	1	7.7	13
E	22	29.3	53	70.7	75
F	14	26.9	38	73.1	52
G	32	36.0	57	64.0	89
H	55	39.3	85	60.7	140
I	43	55.8	34	44.2	77
J	100	28.3	253	71.7	353
K	35	36.5	61	63.5	96
L	35	41.2	50	58.8	85
M	16	41.0	23	59.0	39
N	11	20.4	43	79.6	54
O	20	51.3	19	48.7	39
P	3	17.6	14	82.4	17
Q	N/R	-	-	-	0
R	12	48.0	13	52.0	25
S	19	57.6	14	42.4	33
T	3	10.3	26	89.7	29
U	2	40.0	3	60.0	5
V	5	41.7	7	58.3	12
State	499	34.3	956	65.7	1,455

The data reveal that on a state-wide basis over one-third (34.3%) enrolled in additional or other education upon completing their HSED. The other types of education pursued are described in Table 8.

Table 8. Frequency of other types of education pursued by HSED completers (multiple entries permitted).

Test Center	Post-secondary vocational or technical training	Community College liberal arts degree program	Training in business or industry	Bachelor's program in four year college	Leisure, recreational, hobby, or self-enjoyment programs	Other	Total N
A	16	1	3	0	6	7	33
B	6	2	6	1	4	8	27
C	0	2	2	2	3	0	9
D	1	0	2	1	3	1	8
E	2	3	3	0	5	4	17
F	2	3	3	0	2	3	13
G	13	1	6	0	1	3	24
H	16	12	12	3	1	1	45
I	13	11	5	7	3	3	42
J	22	13	21	16	12	14	98
K	15	3	7	0	8	11	44
L	13	11	8	2	5	7	46
M	8	3	1	1	2	4	19
N	4	2	0	1	2	6	15
O	10	6	4	1	3	4	28
P	2	1	0	0	0	1	4
Q	-	-	-	-	-	-	0
R	3	0	4	1	1	2	11
S	4	0	9	1	1	6	21
T	3	2	0	0	0	0	5
U	2	2	0	0	0	2	6
V	1	3	1	0	0	2	7
State	156	81	97	37	62	89	522

Persons who completed HSED programs tended to favor post-secondary vocational-technical training as their additional education activity. Next most frequent in reported occurrence was training in business or industry. Third most frequent specific area was that of community college liberal arts degree programs. While bachelor degree program enrollment was least most frequently reported, it should be noted that with only one-to-two years elapsed time following the HSED completion, transfer from community college programs that could inflate this figure had not had adequate time passage for this to occur. A total of 522 post-HSED educational experiences were reported by the 499 respondents.

Participant activity prior to HSED program enrollment is summarized in Table 9.

Table 9. HSED participant activity prior to program enrollment.

Test Center	Employed N	Employed %	Not Employed N	Not Employed %	Going to School N	Going to School %	Military Service N	Military Service %	Other N	Other %	Total N
A	43	41.4	29	27.9	4	3.8	0	0.0	28	26.9	104
B	40	48.2	22	26.5	3	3.6	2	2.4	16	19.3	83
C	12	36.4	11	33.3	3	9.1	0	0.0	7	21.2	33
D	12	63.1	4	21.1	0	0.0	0	0.0	3	15.8	19
E	35	47.9	25	34.2	4	5.5	1	1.4	8	11.0	73
F	24	45.3	20	37.8	5	9.4	0	0.0	4	7.5	53
G	39	44.8	45	51.8	0	0.0	1	1.1	2	2.3	87
H	70	51.9	52	38.5	2	1.5	3	2.2	8	5.9	135
I	43	55.0	25	32.1	6	7.7	2	2.6	2	2.6	78
J	136	41.6	118	36.1	31	9.5	3	0.9	39	11.9	327
K	41	40.5	32	31.7	3	3.0	1	1.0	24	23.8	101
L	40	48.2	27	32.5	2	2.4	3	3.6	11	13.3	83
M	20	48.8	7	17.1	1	2.4	0	0.0	13	31.7	41
N	22	41.6	21	39.6	4	7.5	1	1.9	5	9.4	53
O	15	38.5	10	25.6	3	7.7	3	7.7	8	20.5	39
P	9	47.4	6	31.6	0	0.0	0	0.0	4	21.0	19
Q	-	-	-	-	-	-	-	-	-	-	0
R	19	76	4	16.0	0	0.0	0	0.0	2	8.0	25
S	17	45.9	11	29.8	3	8.1	0	0.0	6	16.2	37
T	7	23.3	9	30.0	2	6.7	0	0.0	12	40.0	30
U	0	0.0	1	20.0	0	0.0	2	4.0	2	40.0	5
V	5	41.7	4	33.3	0	0.0	1	8.3	2	16.7	12
State	649	45.2	483	33.7	76	5.3	23	1.6	204	14.2	1,435

Prior to participation in the HSED program nearly half (45.2%) were engaged in employment activity. Another third (33.7%) classified themselves as "Not Employed". It is assumed that a number of these individuals may have been homemakers, however, specific data to support this assumption were not collected. "Going to School" with 5.3 percent and "Military Services" with 1.6 percent were the two smallest groups of respondents.

Participant activity data <u>following</u> HSED enrollment is presented in Table 10.

Table 10. Participant activities following HSED completion.

Test Center	Began Employment		Job Promotion		School Enrollment		Not Employed		Military Service		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
A	20	20.0	7	7.0	9	9.0	16	16.0	4	4.0	44	44.0	100
B	11	13.4	11	13.4	12	14.6	12	14.6	6	7.3	30	36.7	82
C	8	28.7	2	7.1	2	7.1	7	25.0	0	0.0	9	32.1	28
D	3	15.8	0	0.0	1	5.3	2	10.5	0	0.0	13	68.4	19
E	11	16.7	3	4.5	6	9.1	17	25.8	1	1.5	28	42.4	66
F	12	24.0	1	2.0	4	8.0	11	22.0	3	6.0	19	38.0	50
G	14	15.7	12	13.5	8	9.0	25	28.1	4	4.5	26	29.2	89
H	34	25.0	8	5.9	29	21.3	24	17.6	5	3.7	36	26.5	136
I	10	14.5	11	15.9	16	23.2	13	18.8	2	2.9	17	24.7	69
J	82	26.0	30	9.6	47	15.0	64	20.4	20	6.4	71	22.6	314
K	20	20.1	5	5.1	17	17.2	25	25.3	1	1.0	31	31.3	99
L	19	24.4	7	9.0	17	21.8	18	23.1	1	1.3	16	20.5	78
M	8	19.5	2	4.9	8	19.5	6	14.7	1	2.4	16	39.0	41
N	10	21.3	4	8.5	5	10.6	13	27.7	1	2.1	14	29.8	47
O	13	31.7	1	2.4	9	21.9	4	9.8	4	9.8	10	24.4	41
P	4	26.6	1	6.7	1	6.7	3	20.0	0	0.0	6	40.0	15
Q	-	-	-	-	-	-	-	-	-	-	-	-	0
R	2	8.0	5	20.0	2	8.0	6	24.0	1	4.0	9	36.0	25
S	13	35.2	4	10.8	10	27.0	6	16.2	1	2.7	3	8.1	37
T	11	35.5	0	0.0	4	12.9	7	22.6	0	0.0	9	29.0	31
U	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7	3
V	4	33.4	1	8.3	2	16.7	3	25.0	1	8.3	1	8.3	12
State	309	22.4	115	8.3	209	15.1	283	20.5	56	4.1	410	29.6	1,382

Pre-HSED "not Employed" status dropped from 33.7 percent to 20.5 percent after the diploma was received. Over 22 percent (22.4%) reported "Began Employment", 8.3% received job promotions, 15.1% were going to school (as compared to a 5.3% rate prior to enrollment), 4.1 percent were in military service, and 29.6% reported "Other" activity.

Table 11 presents the findings related to the impact of the HSED on persons change of jobs or enrollment in further education.

Table 11. Impact of the HSED on job change made possible or enrollment in further education.

Test Center	Job Change					Further Education				
	Yes		No		Total	Yes		No		Total
	N	%	N	%	N	N	%	N	%	N
A	10	25.6	29	74.4	39	32	76.2	10	23.8	42
B	10	27.8	26	72.2	36	31	67.4	15	32.6	46
C	3	20.0	12	80.0	15	11	78.6	3	21.4	14
D	4	30.8	9	69.2	13	8	80.0	2	20.0	10
E	5	17.9	23	82.1	28	27	77.1	8	22.9	35
F	3	17.6	14	82.4	17	16	76.2	5	23.8	21
G	14	37.8	23	62.2	37	39	86.7	6	13.3	45
H	25	45.5	30	54.5	55	62	87.3	9	12.7	71
I	13	43.3	17	56.7	30	40	85.1	7	14.9	47
J	43	33.3	86	66.7	129	135	80.8	32	19.2	167
K	8	20.0	32	80.0	40	32	62.7	19	37.3	51
L	1	9.1	10	90.9	11	22	71.0	9	29.0	31
M	3	15.0	17	85.0	20	18	72.0	7	28.0	25
N	1	7.7	12	92.3	13	20	71.4	8	28.6	28
O	6	31.6	13	68.4	19	19	79.2	5	20.8	24
P	2	18.2	9	81.8	11	5	41.7	7	58.3	12
Q	-	-	-	-	-	-	-	-	-	-
R	3	37.5	5	62.5	8	8	80.0	2	20.0	10
S	9	52.9	8	47.1	17	18	81.8	4	18.2	22
T	3	21.4	11	78.6	14	9	75.0	3	25.0	12
U	0	0.0	5	100.0	5	4	80.0	1	20.0	5
V	2	33.3	4	66.7	6	6	75.0	2	25.0	8
State	168	29.8	395	70.2	563	562	77.4	164	22.6	726

Approximately 3 in 10 (29.8%) of those persons who changed jobs following the completion of their HSED program attributed that change to their educational achievement. On the other hand, over three-fourths (77.4%) of those who went on into further education or who had made plans to continue their education attributed that status to their HSED achievement.

PART II. EMPLOYER SURVEY

A second major component of this project was an analysis of employer practices related to educational achievement, particularly the high school equivilancy diploma. A number of options were considered for identifying a sample for the study. Among them were utilization of the CENIS labor demand sample, random selection from telephone directory listings, Job Services job insurance contributory firms, and others.

A determination was made by the project staff to utilize firms from which community college general and program advisory committee members were drawn. These were selected first because of ease in identification of mailing addresses and secondly because it was assumed that these firms would have familiarity with the community college structure and would probably more readily respond to an employment practice survey.

The results of that survey are presented in this section.

A total of 300 unduplicated public and private organizations were identified as employers of advisory committee members from Des Moines Area Community College records. Because of time limitations, a single mailing was used and was sent to the attention of the personnel office. Of the 300 distributed, 82 or 27.33 percent were returned. This return rate was considered adequate to form a basis for analysis of data. The distribution of employers by size appears in Table 12.

Table 12. Size of Employer Respondents by Number of Employees

Size of Firm by Number of Employees	Number of Respondents	Percent Responding
25 or fewer	23	28.0%
26 to 100	15	18.3%
101 to 500	25	30.5%
501 or more	19	23.2%
TOTAL	82	100.0%

Table 13 presents the findings obtained from employers concerning their personnel education policies.

Table 13. Employer policies related to education

Firm Size	Formal Policy on Educational Achievement				Formal Policy on HSED			
N of	Yes		No		Yes		No	
Employees	N	%	N	%	N	%	N	%
25 or fewer	6	21.1	17	73.9	4	19.0	17	81.0
26 to 100	4	26.7	11	73.3	1	6.7	14	93.3
101 to 500	7	29.2	17	70.8	1	4.2	23	95.8
501 or more	10	55.6	8	44.4	4	21.1	15	78.9
TOTAL	27	33.8	53	66.2	10	12.7	69	87.3

The data in Table 13 indicates that approximately one-fourth of the small employers and over half of the largest employers had formal policies on educational achievement. For the total sample, one-third of those reporting had such policies. However, only one in eight (12.7%) had formal policies specifically related to high school equivalency status. The smallest companies of those responding had nearly the same level of having a formal policy as the very largest employers.

The level of requiring or preferring high school graduation or equivalency status for initial employment is presented in Table 14.

Table 14. Requirement or Preference for High School Completion as a Condition for Initial Employment

Employer Size	Require				Prefer			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
25 or fewer	12	52.2	11	47.8	21	95.5	1	4.5
26 to 100	3	20.0	12	80.0	13	86.7	2	13.3
101 to 500	2	8.0	23	92.0	23	92.0	2	8.0
501 or more	4	21.1	15	78.9	17	94.4	1	5.6
TOTAL	21	25.6	61	74.4	74	92.5	6	7.5

As may be noted from the data in the table, only one in four employers required high school completion status as a condition for initial employment. Nearly all, however, stated a preference for high school completion.

Of those who did not require high school completion, the following frequencies of occurrence were defined as having some positions requiring that level of education:

Employers of 25 or fewer - - - - 46.7%
Employers of 25 to 100 - - - - - 61.5%
Employers of 101 to 500- - - - - 88.0%
Employers of 501 or more - - - - 72.2%
Overall - - - - - - - - - - - - 70.4%

An open-ended item requested explanation of why those firms which required high school completion had such a requirement. Reasons varied, however, a number of them included: required for some positions for certification/licensure (nurses), indicates desire and motivation, indication of intelligence, exhibits independent judgment, shows an individual can follow through with an objective, indicates achievement, indication of willingness to make sacrifices of personal time, shows perserverence, and indicates responsibility to self and initiative.

Employers do not tend, as a general practice, to offer wage increases for educational achievement of this nature when completed. Only one of the smallest group of employers and only one of the second smallest group did so. None of those in the two larger classifications made such recognition.

Responding employers do, however, tend to regard those who complete a HSED program to be more qualified for promotion and advancement as a result of that achievement. Eighty-five percent of the smallest, all of the second smallest, 83% of the second largest, and 92% of the largest employers hold this opinion.

Similar feelings were expressed for the likelihood that the companies would tend to more favorably consider an individual for advancement or promotion if they obtained a HSED. In order of ascending size of employment, the percentages were: 95%, 93%, 81%, and 100%.

Employers were asked to estimate the percentage of personnel who did not have high school eompletion status and the number who had recently completed a HSED. Seventy-three of the 82 had employees without a diploma, and 54 of the 82 indicated that they had recently had employees complete their HSED.

DISCUSSION

This research project, while being forced to deviate from the initial project design, resulted in a number of findings of particular interest not only to the research staff but also with implications for the Department of Public Instruction and the State Board of Instruction.

One of the most encouraging aspects of this project was the attitude of the subjects who responded to this study. As was noted in the sections on Population and Procedure, ABE coordinators in the area schools had resisted providing information about program completion participants because of fear of offending participants and because of the uncertainity of the coverage of the Family Rights and Privacy Act. It was exciting to note that of the 1,400 plus returns not one single negative comment was made as result of having received this survey instrument. The rate of response was also an encouraging aspect of this project. The original project design had projected a forty percent response rate from a population of approximately 9,000 individuals. While the actual sampled group included slightly under 4,000 persons a two-mailing response rate of nearly 37% was achieved.

Respondents to the participant survey were fairly mobile in their residential status. Over a third of those responding had changed their place of residence after completing the HSED program. This represented for the participants a group of persons who completed their educational development within a period spanning one to two years. The 1970 census report indicated that slightly under 40% of all Adult Iowans changed

their place of residence within the five year period 1965 to 1970. Thus the respondents had nearly that level of mobility within a one to two year period when compared to a five year state picture.

A number of demographic characteristics were collected in this study. The size of community in which the participants resided at the time of HSED program enrollment was examined. Those living in rural areas and small town areas had the lowest levels of participation in the program. The data does not pro ide adequate information to draw inferences as to whether rural and small town people perceive less need for high school equivalency diplomas or whether the physical distribution of persons was actually in proportion to residential location. It does appear, however, that participation in high school diploma programs has a direct relationship to population density and therefore, the industrialization factor of an area.

A second demographic characteristic examined was the grade level completed in a traditional high school setting prior to receiving the HSED. For the most part, a range of from 9 to 10 years of schooling was completed by the program respondents. The mean years of schooling completed ranged from a level of 9.37 years to 10.4 by test center distribution.

A third characteristic of interest was the length of time that had passed since HSED completers had left the formal school system. By far, the largest group of individuals were those who had been out of school for a period of 1 to 5 years. The second largest group were those who had been out of school for a period of 21 years or more. It is projected that the

reason for this is that those who had been out of school from 6 to 20 years were probably engaged in initial employment, were preparing for or had seen the need for employment changes, had been involved in the development and raising of a family, or for some other reasons. The length of time persons had been out of school closely paralleled the age of participants. The largest age group of respondents were those in age 18 to 21 category with nearly 30% of the total. These would fit into the 1 to 5 year school leaving time. The next largest group were those who were in the age range of 35 to 49. This group represents those who were approaching the 20 year bracket of having been out of school, assuming a school leaving age of 14 (which would correspond with a ninth grade educational level).

Placement and followup impact, as an outcome of high school equivalency diploma completion, was of special interest in the study. Participants were asked to react to reasons for completing their diploma programs. Over half indicated "Personal Satisfaction" was their goal, their objective for enrolling. Over one-fifth did so because of educational prerequisites for further educational training and nearly one in seven did so because of employment related reasons. Only two percent indicated completion of a high school equivalency diploma program specifically for job promotion reasons.

Prior to participation in the HSED program nearly half were engaged in employment. Another third considered or classified themselves as not employed. On completion of the high school equivalency diploma, the

"Not Employed" status dropped from 33 percent to 20 percent. Another 20 percent indicated they began employment, 8 percent received job promotions as opposed the 2 percent who indicated enrollment strictly for that purpose. Fifteen percent reported school attendance in further education (beyond the HSED) as compared to five percent prior to enrollment, and nearly 30 percent reported "Other" activity. In all likelihood, the majority of those classifying themselves in the "Other" category were in a continuing employment situation, a category not specified on the survey instrument.

Approximately 30 percent of those persons who changed jobs at the completion of their high school equivalency diploma program attributed that change to their educational achievement. This appears to be significant in comparison to the stated reason for enrolling in the program. In similar fashion, over three-fourths of those who went on to further education indicated they could not have done so had they not achieved a high school equivalency diploma.

Over a third of those who were enrolled in high school equivalency diploma programs enrolled in additional or other education of a post high school nature upon completion of their diploma. These persons tended to favor post-secondary vocational-technical educational activity or training in business or industry. Many went on to community college liberal arts degree programs. While BA or BS degree program enrollment was least frequently cited, it must be remembered that the time element involved in the research study did not allow for movement

from the two year system to the four year system. It may well be that a repetition of this study in the future would reflect that the motivation to enroll in vocational/technical training or in community college liberal arts educational programs would demonstrate a fairly high level of participation in baccalaureate degree programs also.

The outcome of the employer survey exceeded research staff expectations. A response rate of nearly 30 percent from a single mailing to 300 institutions and organizations was achieved. Of the 82 responding employers, approximately a third were firms employing 25 or fewer, approximately a fifth of the firms had 26 to 100 employees, another third had 100 to 500 employees and nearly a fourth, 500 or more employees. This sampling distribution represented a reasonably valid sample for the purposes of this study.

While the use of percentages with relatively small samples can be misleading, it would appear that approximately 1/3 or less of smaller employers and approximately half of the largest employers have formal policies related to educational achievement. Many of those organizations with formal policies employed individuals who are required to hold high school equivalency diplomas or high school diplomas as a condition for licensure or certification. Yet this group still indicated that they had formal policy statements on educational achievement. Employers did not for the most part, however, have formal policies written specifically concerning high school equivalency diplomas.

Approximately one-fourth of the employers required high school grad-

uation as a condition for initial employment. Nearly all of them, however, indicated a preference or a desire for high school graduation for initial employment. For those who did not require high school completion, seven of each ten had some positions that required that level of education. An example would include a health services organization with nurses, nurses aids, and clerical employees where certification requirements would mandate high school graduation for some persons (nurses) but not for the others.

Those firms that require high school graduation or its equivalency specified a number of reasons for this posture. Included were the requirement of some positions for certification or licensure such as nurses in the example cited, that this level of education indicates desire and motivation not possessed by others, that that type of achievement is an indication of intelligence and it exhibits independent judgement capabilities, that it demonstrates that an individual can follow through with an objective, that it indicates a willingness to make sacrifices of personal time, that it demonstrates perseverance, and indicates responsibility to self.

Employers do not tend, as a general practice, to offer wage advances for educational achievement. Only two of the eighty-two responding employers had such policies. Employers do, however, tend to regard those who complete a high school equivalency diploma program to be highly qualified for promotion and advancement as a result of that achievement. It is apparent from the findings that employers posi-

tively regard educational achievement as a condition of employment and as an indicator of positive employee attributes even though a substantial number of them do not require or demand that status as a condition for initial employment.

SUMMARY

This research project, funded by the Iowa Department of Public Instruction, has yielded several findings that have implications for a highly mobile segment of Iowa's adult population.

Adults who complete a High School Equivalency Diploma are generally proud of their accomplishment and are enthusiastic about what has happened as an outcome of their efforts.

The HSED provides a vehicle for further education and training, whether it be in an educational institution or in business or industry. Also, the HSED opens the doors for many for entering employment or job promotion. This appears to be especially true for those who live in or near the larger cities in Iowa.

Adult Iowans of all ages have taken advantage of the HSED programs. However, the largest consumer groups were those with either just a few years past school leaving, or with over 20 years of school leaving time elapsed.

Employers also recognize the benefits of HSED completion. While extremely few reward their employees with financial compensation for HSED accomplishments, an overwhelming proportion view employee educational achievements as strong, positive indication of motivation, perserverance, self sacrifice, and personal pride.

Although three-fourths of the employers do not require high school graduation or its equivalent for initial job entry, nearly all stated a preference for such status.

In essence, this project has yielded a set of findings that may be interpreted to justify both continued and expanded programming in one area of adult and continuing education in Iowa - that of providing the vehicle for upward mobility and positive placement through the high school equivalency diploma program.

The social and economic benefits to Iowa are thus apparent. The means of entry into post-secondary training and for positive employment movement for a significant element of adult Iowans is available and should be continued through this program.

APPENDIX

List of HSED "Test Centers"

Test Center Code	Name of Institution
A	Northeast Iowa Area Vocational-Technical School
B	North Iowa Area Community College
C	Iowa Lakes Community College
D	Northwest Iowa Technical College
E	Iowa Central Community College
F	Iowa Valley Community College
G	Hawkeye Institute of Technology
H	Eastern Iowa Community College
I	Kirkwood Community College
J	Des Moines Area Community College
K	Western Iowa Tech Community College
L	Iowa Western Community College
M	Southwestern Community College
N	Indian Hills Community College
O	Southeastern Community College
P	Buena Vista College
Q	Burlington Community School District
R	Council Bluffs Public Schools
S	Davenport Community School District
T	Vocational Rehabilitation Center, Des Moines
U	Veterans Hospital (Knoxville)
V	Other

SURVEY OF HIGH SCHOOL EQUIVALENCY DIPLOMA GRADUATES

Dear Friend:

We congratulate you for obtaining your High School Equivalency Diploma. We are sure that in the long run, your time and efforts will be rewarded.

The Des Moines Area Community College is assisting the Career Education Division of the Iowa Department of Public Instruction with a project to find out how you have been able to use your additional education. Would you please spend a few minutes answering the following questions? Your answers will be treated confidentially and will not be connected with you as an individual at any time.

Throughout the survey, High School Equivalency Diploma will be abbreviated as HSED. Please return the survey in the enclosed envelope within 10 days.

Thank you for your cooperation.

Ronald B. McClary

Office of Research and Development
Des Moines Area Community College

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1. Size of community in which you lived at the time of enrollment in HSED program. (mark one)

   ☐ a. A rural area
   ☐ b. A town of less than 2,000
   ☐ c. A city of 2,000 to 15,000
   ☐ d. An urban area of over 15,000

2. Have you continued your education beyond the HSED?

   ☐ a. Yes, (please explain why.) _____

   _____

   _____

   ☐ b. No, (please explain why not.) _____

   _____

   _____

   c. If you answered yes, please mark all of the other types of education in which you have enrolled:

      ☐ Post-secondary vocational or technical training.
      ☐ Community college liberal arts degree program
      ☐ Training in business or industry
      ☐ Bachelor's degree program in a four year college
      ☐ Leisure, recreational, hobby, or self-enjoyment programs
      ☐ Other (please explain) _____

      _____

      _____

3. What was the highest grade you completed in school before you received the HSED? (Circle one)

   grade 1 2 3 4 5 6 7 8 9 10 11

4. How many years passed from the time that you left school until you received your HSED? (Circle one)

   1 2 3 4 5 6-10 11-15 16-20 21 or more

5. What was your most important reason for obtaining a HSED? (mark one)

   ☐ a. Personal satisfaction
   ☐ b. Employment
   ☐ c. Further education/training
   ☐ d. Job promotion
   ☐ e. Military entrance requirement
   ☐ f. Other (please list) _____

6. What were you doing before you began work on your HSED? (mark one)

   ☐ a. Employed
   ☐ b. Not employed
   ☐ c. Going to school
   ☐ d. Military service
   ☐ e. Other (list) _____

7. What has happened since you received your HSED? (mark one)

   ☐ a. Began employment
   ☐ b. Job promotion
   ☐ c. Going to school
   ☐ d. Not employed
   ☐ e. Military service
   ☐ f. Other (list) _____

IF THE FOLLOWING TWO ITEMS APPLY, PLEASE ANSWER:

8. If you have changed jobs after you finished your HSED, was the change made possible because you received the diploma?

   ☐ a. Yes
   ☐ b. No

9. If you are going to enroll or have enrolled in further education, was the enrollment made possible because of your HSED?

   ☐ a. Yes
   ☐ b. No

10. Have you changed your place of residence since you completed your HSED?

- ☐ a. Yes
- ☐ b. No

If yes, where do you now live? (city & state) _____

11. Your age is ?

- ☐ a. 18 - 21
- ☐ b. 22 - 25
- ☐ c. 26 - 34
- ☐ d. 35 - 49
- ☐ e. 50 - 64
- ☐ f. 65 +

12. If you would like to make any comments regarding the experience of receiving your HSED, please use the space below.

Thank you for your assistance and cooperation. Please return in the enclosed envelope within 10 days to:

Ronald B. McClurg, Office of Research & Development
Des Moines Area Community College
2006 S. Ankeny Blvd., Ankeny, Iowa 50021

OFFICE OF INSTITUTIONAL RESEARCH
DES MOINES AREA COMMUNITY COLLEGE
2006 S. Ankeny Boulevard
Ankeny, Iowa 50021

Attention Personnel Director:

The Des Moines Area Community College is conducting a research project to determine how adult Iowans have benefitted from completing an adult high school equivalency diploma program. The project, funded by the Iowa Department of Public Instruction, has two major components. The first, a survey of nearly 4000 individuals who recently participated in the Equivalency Diploma program, has been completed. These persons were asked what had happened in their personal and occupational lives since they had completed the program.

The second major section is a survey of employers, and you can assist in this phase of the study. This component is attempting to determine if employers in the eleven county DMACC district have personnel policies and practices that recognize and reward workers who seek an adult high school equivalency diploma. The survey items have been designed to avoid disclosure of any company policy that would affect your busines. Please take a few moments to respond and return this survey in the enclosed envelope.

Thank you for your assistance.

Ronald B. McClurg
Director of Research

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1. Does your firm have a formally-stated personnel policy that relates to educational achievement? Yes _____ No _____

2. Does your firm have a formally-stated personnel policy that relates to achievement of high school equivalency status? Yes _____ No _____

3. Does your firm or company require high school graduation or an equivalent for initial employment? Yes _____ No _____

4. Does your firm or company desire high school graduation or an equivalent for initial employment? Yes _____ No _____

5. If your firm or company does not require high school graduation or an equivalent for initial employment, are some positions eligible only to those who have diplomas? Yes _____ No _____

6. If your company or firm requires a diploma or its equivalent for promotion for selected positions, why is that educational achievement important to you?

7. Does your firm or company have a "general" practice of giving employees wage or salary advances when they complete the equivalent of a high school diploma? Yes _____ No _____

8. Do employees who complete an adult high school equivalency diploma program generally appear to be more qualified for promotion and advancement as a result of that learning experience? Yes _____ No _____

9. Would your company tend to more favorably consider an individual for advancement or promotion if he or she received an adult equivalency diploma? Yes _____ No _____

10. Approximately what percent of your employees, in your best judgement, do not have a high school diploma or its equivalent? _____%

11. Approximately what percent, by your estimation, of your employees have recently achieved a high school equivalency diploma? _____%

12. Approximately how many persons are on your company payroll (mark one):

_____ under 25
_____ 26 - 100
_____ 101 - 500
_____ 501 - more

Please return to:

Ronald B. McClurg
Director of Research
Des Moines Area Community College